



Sandy Lane Primary School Maths Curriculum

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Resilient	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 8 Values						

Maths Intent

Our intentions in Maths are for children to:

- Have a **positive** approach to learning and applying mathematical understanding in different contexts.
- Take **responsibility** for their own learning and challenge themselves to learn and improve mathematical skills.
- Be **inclusive** in their approach to working collaboratively to find a way of working together where everyone feels comfortable contributing.
- Be **determined** when learning new and challenging skills, and finding solutions to problems.
- Be **enquiring** individuals, who ask meaningful questions of themselves, others and the world around them.

At Sandy Lane Primary School we believe that every child should have the opportunity to enjoy a rich and varied maths curriculum which enables them to develop confidence and resilience in the subject. We follow a maths mastery approach using White Rose, allowing all children to develop a deeper understanding of maths by thinking critically and solving problems independently. A significant amount of time is spent reinforcing understanding of number in order to build competency and ensure children can confidently access the rest of the curriculum. We focus on fluency, reasoning and problem solving giving children the knowledge and skills they need to become confident mathematicians.

Maths Implementation

Learning follows a CPA (concrete, pictorial, abstract) approach where children have the opportunity to work with concrete materials, in order to bring the maths to life and to build understanding. Alongside concrete resources, children access and work with pictorial representations supporting them with visualising a problem. With the support of both the concrete and pictorial representations, children develop their understanding of abstract methods.

Lesson Structure

- Flashback 4 – retrieval practice to ensure learning is not forgotten.
- Prior learning – refer specifically to what children learnt about the topic yesterday, last term and last year.



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- Key vocabulary – introduce key words for the lesson
- I do – teacher models learning
- We do – teacher and children complete learning together
- You do – children complete learning independently

Throughout the lesson children will have opportunities to talk about their learning to develop understanding.

Teachers will use 'show me boards' and AfL strategies to check and deepen understanding.

Teachers will provide support and scaffolds for all children to access the learning.

Teachers will provide challenge for all children.

Children are encouraged to use Times Tables Rockstars, Sum Dog and Numbots at home to consolidate their learning.

Maths Impact

The impact of Maths teaching and learning in Sandy Lane is evident in childrens' achievements, progress, and attitudes towards Maths. Children demonstrate a deep understanding of mathematical concepts and can confidently apply their knowledge to solve complex problems in a range of contexts. They exhibit resilience, perseverance, and a positive attitude towards tackling mathematical challenges.

Children develop strong mathematical fluency and reasoning skills, enabling them to transfer their learning to other subject areas and real-life situations. Their confidence in Maths grows, leading to increased participation and engagement in lessons. Pupils view mistakes as opportunities for learning and persevere through challenges, developing a growth mindset towards their mathematical abilities.